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ABSTRACT

This guide is intended for use in conducting a seminar to help students prepare for the transition to the work force as office workers in business, industry, or government. The first third of the guide contains the following: a profile of the critical skills required for the Canadian work force, a flowchart of the recommended sequence of studies for business education courses, a rationale for the business education seminar outlined in the guide, evaluation criteria, time allotments, and the goals and objectives of each of the seminar's 10 units. The remainder of the guide consists of outlines for instructional units on the following topics: ethics, career development, office organization, administrative support, research skills/office resources, telephone techniques, interpersonal skills, stress management, communications, and work education. Each unit outline contains a unit goal and objectives correlated with recommended instructional methods. Contains 21 references. (MN)

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Seminar in Business 40S

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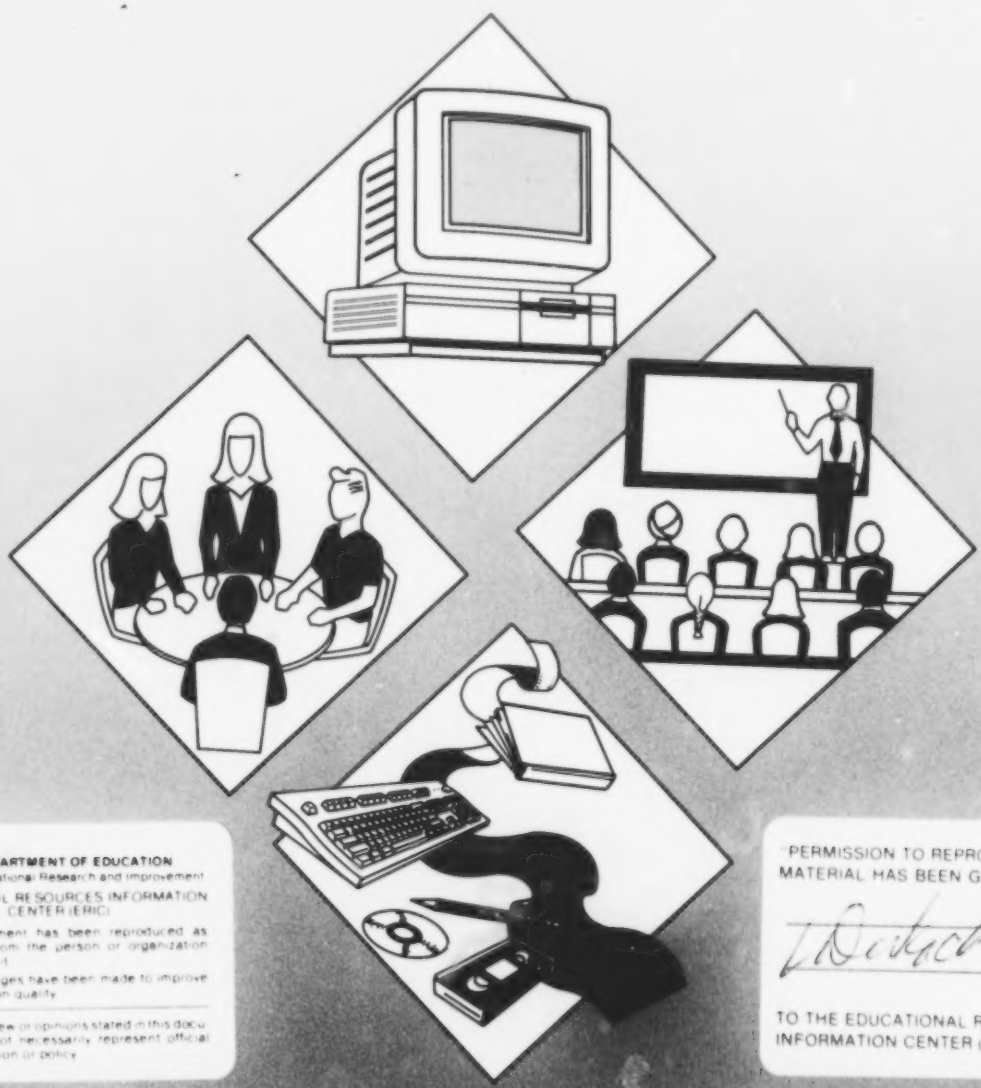

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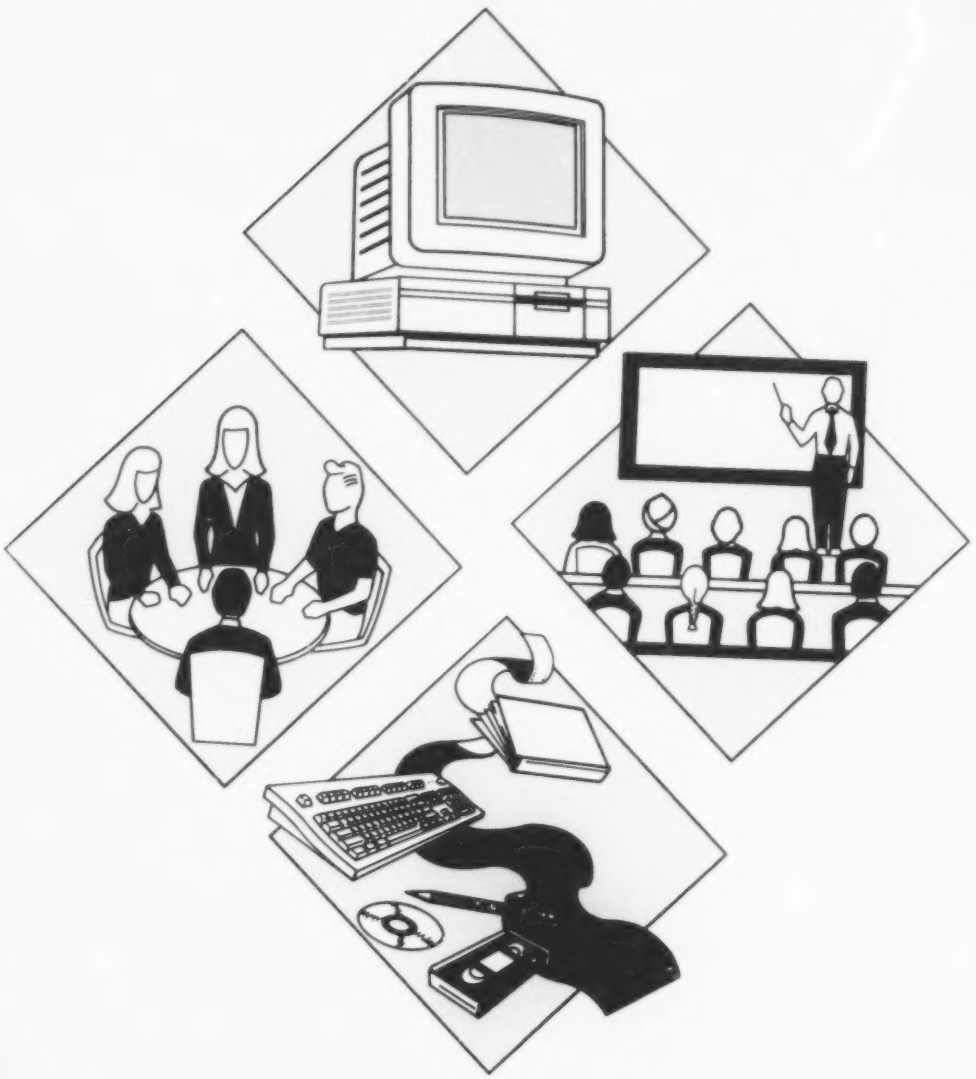

Interim Guide

Manitoba
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ISBN 0-7711-1136-3

SEMINAR IN BUSINESS 40S

This guide replaces, in part, the Office Procedures 302 guide of 1982, and becomes effective September, 1993. The contents have been developed as part of the review of the Business Education cluster of courses which are affected by computer technology.

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CONTENTS

Employability Skills Profile 1

Recommended Program Patterns 2

Rationale 3

Evaluation 4

Time Allotments 5

Goals and Objectives 5

Seminar in Business 40S 13

- Ethics 15
- Career Development 16
- Office Organization 19
- Administrative Support 22
- Research Skills/Office Resources 25
- Telephone Techniques 27
- Interpersonal Skills 29
- Stress Management 31
- Communications 32
- Work Education 34

Bibliography 35

EMPLOYABILITY SKILLS PROFILE: The Critical Skills Required of the Canadian Workforce

Academic Skills

Those skills which provide the basic foundation to get, to keep, and to progress on a job and to achieve the best results.

Canadian employers need people who are able to

Communicate
- Understand and speak the languages in which business is conducted
- Listen to understand and learn
- Read, comprehend, and use written materials, including graphs, charts, and displays
- Write effectively in the languages in which business is conducted

Think
- Think critically and act logically to evaluate situations, solve problems, and make decisions
- Understand and solve problems involving mathematics and use the results
- Use technology, instruments, tools and information systems effectively
- Access and apply specialized knowledge from various fields, e.g., skilled trades, technology, physical sciences, arts and social sciences

Learn
- Continue to learn for life

Personal Management Skills

The combination of skills, attitudes and behaviours required to get, to keep, and to progress on a job and to achieve the best results.

Canadian employers need people who demonstrate

Positive Attitudes and Behaviours
- Self-esteem and confidence
- Honesty, integrity, and personal ethics
- A positive attitude toward learning, growth, and personal health
- Initiative, energy, and persistence to get the job done

Responsibility
- Ability to set goals and priorities in work and personal life
- Ability to plan and manage time, money, and other resources to achieve goals
- Accountability for actions taken

Adaptability
- Positive attitudes toward change
- Recognition of and respect for people's diversity and individual differences
- The ability to identify and suggest new ideas to get the job done – creativity

Teamwork Skills

Those skills needed to work with others on a job and to achieve the best results.

Canadian employers need people who are able to

Work with Others
- Understand and contribute to the organization's goals
- Understand and work within the culture of the group
- Plan and make decisions with others and support the outcomes
- Respect the thoughts and opinions of others in the group
- Exercise "give and take" to achieve group results
- Seek a team approach as appropriate
- Lead when appropriate, mobilizing the group for high performance

There is a growing concern that many young people do not see the direct relevance of what they are learning in school to their needs in later life. The Conference Board of Canada has identified the critical skills, qualities, and abilities that students will require to make a successful transition from school to work. These skills are developed through a variety of life experiences provided by parents, integrated educational approaches in schools, post-secondary institutions, actions that support skill development on the job, and formal and informal opportunities for updating skills throughout life.

RECOMMENDED PROGRAM PATTERNS

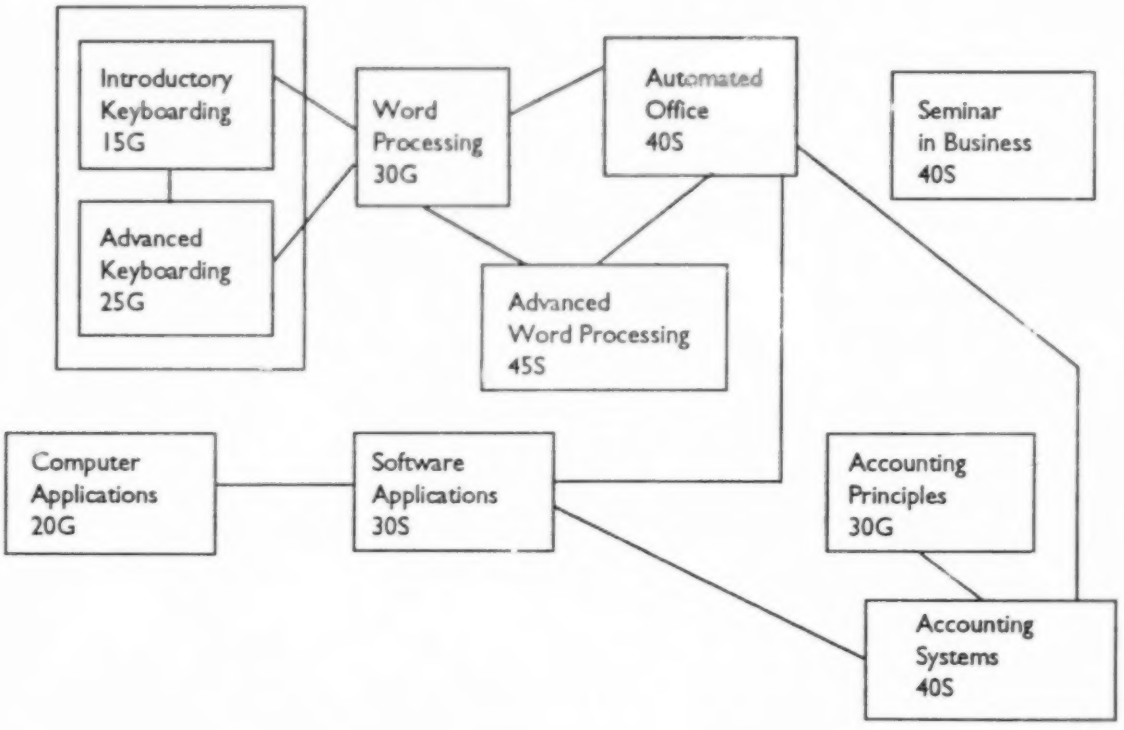
This flowchart is meant to provide schools with a recommended sequence of studies for the new Business Education courses. While the prerequisite to any course is at the discretion of the school, the skill development as shown in the flowchart is recommended. However, it is left to schools to schedule courses and to advise students based upon the educational readiness of individual students.

Exploration of Business 10G/15G*

General Business 20G/25G*
Retailing 20S

Business Principles 30G
Shorthand and Transcription 30S
Promotions 30S
Relations in Business 30S

Economics 40G
Law 40G
Shorthand and Transcription 40S
Management 40S
Marketing Practicum 40S



* Under development

RATIONALE

Seminar in Business 40S has been designed to assist students to prepare themselves for the transition to the workforce as office workers in business, industry, or government. Issues such as skills and values and attitudes towards work, business, and one's colleagues are explored.

Central to **Seminar in Business 40S** is a study of career development and planning. This includes improving resumé writing skills and knowledge and practice in conducting career and job searches. These topics enhance the ability of students to develop strong teamwork skills and make the transition from school to work.

Entry-level office workers generally fulfil support roles to administrators. Beginning office workers carry out tasks to

- arrange travel plans
- distribute and control incoming and outgoing mail
- information storage and retrieval
- assist with preparations and functions related to meetings
- answer the telephone
- provide customer services

Competence in these essential responsibilities and understanding of their nature and importance are important objectives in **Seminar in Business 40S**. Students also have the opportunity to increase their research skills and to perfect their ability to use the business telephone in order to communicate effectively with a variety of callers and situations. Improvement in oral and written communications is stressed throughout the course.

Work education is a fundamental element of **Seminar in Business 40S**. Students should be placed in work stations in accordance with their needs and interests. School personnel should monitor their progress, and maintain close contact with placement contacts throughout the experience. Schools are advised to refer to the "Work Education Guidelines."

Automated Office 40S, Accounting Systems 40S, Advanced Word Processing 45S, Software Applications 30S, and **Seminar in Business 40S** are vocational courses with objectives which relate directly to office and accounting occupations. **Seminar in Business 40S** provides students with the opportunity to apply their skills and knowledge in the world of work.

The course is planned for those students whose interests are primarily in business occupations. However, many of the skills, understandings, values, and appreciations addressed are universal in their application. All students will benefit from the leadership and educational experiences offered in **Seminar in Business 40S**.

EVALUATION

Seminar in Business 40S comprises several aspects and all domains of learning and instruction

- in development of **skills and knowledge** in office tasks such as use of the telephone, preparation of resumes, career and job searches, filing, research, and preparation for meetings
- in exploration and formation of the **understandings**, **values**, **attitudes**, and **skills** which help people to be satisfied and successful in business
- through school-supervised on-the-job training, and experience in **applications** in business and government offices

Each aspect and domain requires different models of evaluation to determine the degree to which students have achieved objectives. Skills and understandings can be evaluated with tests, assignments, and checklists. Self assessments and evaluations can be used to monitor development of attitudes and values.

It is suggested that provincial guidelines be followed in the evaluation of the success of the Work Education component. Student progress will be evaluated collaboratively with work-station supervisors. A series of checklists and progress reports will give students and business supervisors valuable feedback and bases for evaluation.

Guidelines for Evaluation

Unit 1: Ethics	
Unit 2: Career Development	
Unit 3: Office Organization	
Unit 4: Administrative Support	
Unit 5: Research Skills/Office Resources	70%
Unit 6: Telephone Techniques	
Unit 7: Interpersonal Skills	
Unit 8: Stress Management	
Unit 9: Communication	
Unit 10: Work Education	30%
	100%

TIME ALLOTMENTS

Seminar in Business 40S is a **full credit** course that has been developed and approved by Manitoba Education and Training, for vocational use. It represent 110-120 hours of instruction,

The following guidelines for time allotments are recommended

UNITS	HOURS
1. Ethics	5
2. Career Development	10
3. Office Organization	5
4. Administrative Support	10
5. Research Skills/Office Resources	10
6. Telephone Techniques	5
7. Interpersonal Skills	15
8. Stress Management	5
9. Communications	10 – 15
10. Work Education ... as outlined in an alternative implementation strategy meant to provide the student with workplace experiences and the opportunity to put skills and knowledge to practice.	35 – 40
	110 – 120

GOALS AND OBJECTIVES

Goals

- To provide students with guidelines for business ethics
- To introduce students to methods of career development
- To teach students the purpose of office organization

- To teach students various aspects of administrative support
- To have students develop research skills
- To provide students with telephone communication techniques
- To have students demonstrate interpersonal skills
- To provide students with office work experience
- To provide students with methods of stress management
- To have students develop oral and written communication skills

Objectives

UNIT 1: ETHICS

Ethics in Business

Students should be able to

- write a brief statement indicating why each of the following traits would be important to an office worker

  — work ethics
  — punctuality
  — attendance
  — productivity
  — quality control
  — pride in work
  — time management
  — human relations
  — honesty
  — confidentiality

Ethical Behaviour

Students should be able to

- identify/recognize ethical and unethical behaviour

UNIT 2: CAREER DEVELOPMENT

Resumé/Letter of Application

Students should be able to

- prepare a personal resumé

- write a covering letter of application
- complete a generic application form
- demonstrate appropriate interview skills

Career Planning

Students should be able to

- define terms relating to career development/planning
- ascertain what training and personal qualifications are needed for a chosen career
- identify three or four business occupations of particular personal interest and identify at least two tasks that might be performed by workers in each of these occupations
- describe the concepts of multiple-career planning and job maintenance
- investigate the working conditions, expected earnings and opportunities for advancement in a chosen career

Continuing Education

Students should be able to

- realize the importance of broadening his/her skills base
- be aware of the need for flexibility and of staying abreast of new technology

Job Search

Students should be able to

- define terms relating to a job search
- describe the process of conducting a job search
- successfully plan and direct his/her own search

UNIT 3: OFFICE ORGANIZATION

Organization Structure

Students should be able to

- compare the structure of line organization with the structure of line-and-staff organization
- compare participatory management with the line-and staff management style
- interpret an organization chart

Ergonomics

Students should be able to

- define ergonomics and identify its purpose
- identify the characteristics of ergonomic design for places and objects (adjustability, comfort, safety, reliability, productivity)
- list and describe some aspects of ergonomics in everyday life
- define office automation
- describe the difference between automated offices and traditional offices
- identify problems that can result when principles of ergonomics are ignored
- describe how office ergonomics involves furniture, lighting, acoustics and position of equipment in an office

Job Description

Students should be able to

- consult the manual to answer specific questions that could arise from the job description
- identify common office workstation equipment, supplies and accessories
- describe how to arrange a workstation to increase productivity
- set up a desk manual for a specific workstation
- fill in assorted forms pertinent to specific jobs (i.e. telephone message forms, request forms, order forms, invoices

UNIT 4: ADMINISTRATIVE SUPPORT

Travel

Students should be able to

- define terms relating to business travel
- indicate the information needed before contacting a travel agent about a proposed trip
- describe the procedures for flights, car and hotel reservations
- interpret a flight schedule
- state the requirements for acquiring passports, visas and immunizations
- prepare travel itineraries
- prepare travel advance requisitions and trip expense reports

Manual Distribution of Text (Mailing Services)

Students should be able to

- identify and describe the services provided by Canada Post
- use Canada's Postal Code Directory
- describe the procedures for handling incoming and outgoing mail
- describe courier and messenger services and identify the advantages of these services

Tickler File

Students should be able to

- set up a tickler file using either 12 file folders or 12 file cards or a computer diary file
- practice using the tickler file by putting reminders of tasks in the tickler file and performing the task as indicated

Meetings

Students should be able to

- identify types of meetings (informal and formal) and how each type is conducted
- itemize duties to be performed before, during and after a formal meeting
- set up an agenda and meeting notices
- record and prepare, for distribution, minutes of a meeting

UNIT 5: RESEARCH SKILLS/OFFICE RESOURCES

Reference Manuals

Students should be able to

- use the dictionary, word division book and thesaurus to check for meaning, spelling, word division, synonyms, or antonyms

Directories

Students should be able to

- locate pertinent information in such directories as trade, business, government, city and postal code

Libraries

Students should be able to

- define terms relating to research
- outline the procedures required to effect an efficient information search
- find information, in books, periodicals and newspapers and prepare a summary of the research on an assigned topic

UNIT 6: TELEPHONE TECHNIQUES

Business Telephone Communication

Students should be able to

- use a telephone directory to locate information
- list and apply the basic rules to be considered when placing calls (including expression of voice, etiquette, efficiency and public relations)
- determine the appropriate time to call offices in other time zones
- state the various kinds of long-distance services
- explain both human-operated and automated message systems
- deal with calls that cannot be completed, such as monitoring calls on hold, taking messages, transferring calls
- deal with complicated calls, such as explaining absences, dealing with angry callers

UNIT 7: INTERPERSONAL SKILLS

Leadership/Decision-Making Skills

Students should be able to

- identify leadership and decision-making skills

Grooming

Students should be able to

- practice and exhibit, daily, good grooming, and personal hygiene

Employer-Employee Relations

Students should be able to

- define the rights and responsibilities of employers and employees

Contractual Obligations

Students should be able to

- describe the purpose of an employment contract and the binding obligation it enforces on both parties
- describe the purpose and function of unions

Human Relations

Students should be able to

- identify the needs of the company and the needs of the worker
- explain the importance of people working as a team in relation to the objectives of the organization
- list the qualities (personality traits and attitudes) desired in an employee to ensure job retention and advancement

UNIT 8: STRESS MANAGEMENT

Stress Reduction

Students should be able to

- define stress
- discuss the causes of stress and methods to alleviate its effect, i.e., technological innovations, job changes, or unemployment, harassment
- describe ways in which ergonomists attempt to improve the quality of the workplace and thus reduce stress

UNIT 9: COMMUNICATIONS

Oral Communication

Students should be able to

- define the term oral communication and discuss the main components of this type of communication
- discuss and use effective techniques in delivering oral communications (presentations, introductions)
- recognize and discuss non-verbal factors that affect oral communication
- identify ways to improve listening skills

Written Communication

Students should be able to

- explain and apply the steps used to organize a written task
- explain why the appearance and content of business communication are so important
- compare the techniques for writing favourable, disappointing and persuasive letters
- demonstrate writing and formatting skills by producing memoranda, letters and reports

UNIT 10: WORK EDUCATION

Work Education

Students should be able to

- demonstrate the skills and theories acquired in the Automated Office and Seminar in Business courses.
  Note: Workplace education is an alternative implementation strategy meant to provide the student with workplace experiences and the opportunity to put skills and knowledge to practice.

Please refer to the Work Education Guidelines (1991) publication published by Manitoba Education and Training.

SEMINAR IN BUSINESS 40S

UNIT 1: ETHICS **GOAL:** To provide students with guidelines for business ethics.	
OBJECTIVES	METHODS
1.0 **Ethics in Business** Students should be able to 1.1 write a brief statement indicating why each of the following traits would be important to an office worker • work ethics • punctuality • attendance • productivity • quality control • pride in work • time management • human relations • honesty • confidentiality	Role playing activities could provide an opportunity to illustrate the consequences of both good and bad ethical conduct. Citing examples and situations in the school or local neighbourhood will help students relate to the meaning of the terminology.
2.0 **Ethical Behaviour** Students should be able to 2.1 identify/recognize ethical and unethical behaviour	Provide examples or case studies of both ethical and unethical practices for the students to analyze.

UNIT 2: CAREER DEVELOPMENT **GOAL:** To introduce students to methods of career development.	
OBJECTIVES	METHODS
1.0 **Resumé/Letter of Application** Students should be able to 1.1 prepare a personal resumé 1.2 write a covering letter of application 1.3 complete a generic application form 1.4 demonstrate appropriate interview skills	 Role playing or mock interviews are helpful in developing these skills.
2.0 **Career Planning** Students should be able to 2.1 define terms relating to career development/ planning 2.2 ascertain what training and personal qualifications are needed for a chosen career	 Encourage students to conduct a personal assessment including personality characteristics, a skills inventory and an aptitude assessment.

UNIT 2: CAREER DEVELOPMENT (CONT.)	
OBJECTIVES	METHODS
2.3 identify three or four business occupations of particular personal interest and identify at least two tasks that might be performed by workers in each of these occupations	Invite persons in specific business careers to speak to the class.
2.4 describe the concepts of multiple-career planning and job maintenance	Discuss how technology has recently changed office jobs.
2.5 investigate the working conditions, expected earnings and opportunities for advancement in a chosen career	
3.0 **Continuing Education** Students should be able to	
3.1 realize the importance of broadening his/her skills base	Invite persons involved in continuing education to speak to the class and/or set up interviews with office workers who have engaged in continual or re-education to keep up-to-date.
3.2 be aware of the need for flexibility and of staying abreast of new technology	It is necessary to keep up with changes and developments in order to grow professionally. Students should be made aware that upgrading and retraining is a natural and necessary process.

UNIT 2: CAREER DEVELOPMENT (CONT.)	
OBJECTIVES	METHODS
4.0 Job Search Students should be able to 4.1 define terms relating to a job search 4.2 describe the process of conducting a job search 4.3 successfully plan and direct his/her own job search	Encourage students to start their job search several months before graduation using several sources to locate jobs • Private and public employment • Government service announcements • Friends and associates • Chamber of Commerce • Newspapers.

UNIT 3: OFFICE ORGANIZATION

GOAL: To teach students the purpose of office organization.

OBJECTIVES	METHODS
1.0 **Organization Structure** Students should be able to 1.1 compare the structure of line organization with the structure of line-and-staff organization 1.2 compare participatory management with the line-and staff management style 1.3 interpret an organization chart	Encourage students to analyze office structures with which they are familiar (such as the organization of authority in school) before being introduced to a variety of other offices.
2.0 **Ergonomics** Students should be able to 2.1 define ergonomics and identify its purpose 2.2 identify the characteristics of ergonomic design for places and objects (adjustability, comfort, safety, reliability, productivity) 2.3 list and describe some aspects of ergonomics in everyday life	Have students think of examples of good ergonomics from their own experiences • Reclining seats in a movie theatre • A wide movie screen • An excellent sound system in a theatre

UNIT 3: OFFICE ORGANIZATION (CONT.)	
OBJECTIVE	METHODS
2.4 define office automation 2.5 describe the difference between automated offices and traditional offices 2.6 identify problems that can result when principles of ergonomics are ignored 2.7 describe how office ergonomics involves furniture, lighting, acoustics and position of equipment in an office	Have students identify good and bad ergonomics in their school or classroom. Arrange to have the students visit an up-to-date office in which the characteristics of good ergonomics are evident.
3.0 **Job Description** Students should be able to 3.1 consult the manual to answer specific questions that could arise from the job description 3.2 identify common office workstation equipment, supplies and accessories 3.3 describe how to arrange a workstation to increase productivity	Provide employee manuals from some local firms (or use the school student handbook) to answer questions concerning job description.

UNIT 3: OFFICE ORGANIZATION (CONT.)	
OBJECTIVES	METHODS
3.4 set up a desk manual for a specific workstation	
3.5 fill in assorted forms pertinent to specific jobs, i.e., telephone message forms, request forms, order forms, invoices	Provide forms and activities to simulate office tasks.

UNIT 4: ADMINISTRATIVE SUPPORT

GOAL: To teach students various aspects of administrative support.

OBJECTIVES	METHODS
1.0 **Travel** Students should be able to	
1.1 define terms relating to business travel	Arrange to have a travel agent speak to the class.
1.2 indicate the information needed before contacting a travel agent about a proposed trip	
1.3 describe the procedures for flights, car and hotel reservations	Provide, or have the students obtain, pertinent information sources • Flight schedules • Maps • Major airports/hotel directories
1.4 interpret a flight schedule	
1.5 state the requirements for acquiring passports, visas and immunizations	
1.6 prepare travel itineraries	
1.7 prepare travel advance requisitions and trip expense reports	

UNIT 4: ADMINISTRATIVE SUPPORT (CONT.)	
OBJECTIVES	METHODS
2.0 Manual Distribution of Text (Mailing Services) Students should be able to	
2.1 identify and describe the services provided by Canada Post	Obtain brochures and rate sheets from Canada Post. Have students calculate various rates and identify appropriate services for given situations.
2.2 use Canada's Postal Code Directory	
2.3 describe the procedures for handling incoming and outgoing mail	Arrange for students to visit the mail department in a local office.
2.4 describe courier and messenger services and identify the advantages of these services	Have students visit local courier offices.
3.0 Tickler File Students should be able to	
3.1 set up a tickler file using either 12 file folders or 12 file cards or a computer diary file	
3.2 practice using the tickler file by putting reminders of tasks in the tickler file and performing the task as indicated	Have students take turns monitoring upcoming school events and/or assignment due dates using a tickler file.

UNIT 4: ADMINISTRATIVE SUPPORT (CONT.)	
OBJECTIVES	**METHODS**
4.0 Meetings Students should be able to 4.1 identify types of meetings (informal and formal) and how each type is conducted 4.2 itemize duties to be performed before, during and after a formal meeting 4.3 set up an agenda and meeting notices 4.4 record and prepare, for distribution, minutes of a meeting	Arrange a formal meeting within the school — perhaps a student council meeting — or create a mock city council or school board meeting and act it out in class.

UNIT 5: RESEARCH SKILLS/OFFICE RESOURCES **GOAL:** To have students develop research skills.	
OBJECTIVES	METHODS
1.0 **Reference Manuals** Students should be able to 1.1 use the dictionary, word division book and thesaurus to check for meaning, spelling, word division, synonyms, or antonyms	Provide reference books and dictionaries.
2.0 **Directories** Students should be able to 2.1 locate pertinent information in such directories as trade, business, government, city and postal code	Provide directories.
3.0 **Libraries** Students should be able to 3.1 define terms relating to research	Enlist the help of the school and local librarian to illustrate the effective use of library research techniques.

UNIT 5: RESEARCH SKILLS/OFFICE RESOURCES (CONT.)	
OBJECTIVES	METHODS
3.2 outline the procedures required to effect an efficient information search	Provide opportunities for students to participate in, or observe the use of, a commercial data base.
3.3 find information, in books, periodicals and newspapers and prepare a summary of the research on an assigned topic	

UNIT 6: TELEPHONE TECHNIQUES

GOAL: To provide students with telephone communication techniques.

OBJECTIVES	METHODS
1.0 **Business Telephone Communication** Students should be able to 1.1 use a telephone directory to locate information 1.2 list and apply the basic rules to be considered when placing calls (including expression of voice, etiquette, efficiency and public relations) 1.3 determine the appropriate time to call offices in other time zones 1.4 state the various kinds of long-distance services 1.5 explain both human-operated and automated message systems 1.6 deal with calls that cannot be completed, such as monitoring calls on hold, taking messages, transferring calls	The following activities may be used in teaching this unit • Field trips to MTS • Simulations or the use of teletrainer in role playing situations • Kits available on message taking techniques

UNIT 6: TELEPHONE TECHNIQUES (CONT.)	
OBJECTIVES	METHODS
1.7 deal with complicated calls, such as explaining absences, dealing with angry callers	

UNIT 7: INTERPERSONAL SKILLS

GOAL: To have students demonstrate interpersonal skills.

OBJECTIVES	METHODS
1.0 **Leadership/Decision-Making Skills** Students should be able to 1.1 identify leadership and decision-making skills	
2.0 **Grooming** Students should be able to 2.1 practice and exhibit, daily, good grooming and personal hygiene	
3.0 **Employer-Employee Relations** Students should be able to 3.1 define the rights and responsibilities of employers and employees	Obtain copies of the following • Canadian Human Rights Act • Provincial Human Rights Code • Provincial Labour Code
4.0 **Contractual Obligations** Students should be able to 4.1 describe the purpose of an employment contract and the binding obligation it enforces on both parties 4.2 describe the purpose and function of unions	

UNIT 7: INTERPERSONAL SKILLS (CONT.)	
OBJECTIVES	METHODS
5.0 Human Relations Students should be able to 5.1 identify the needs of the company and the needs of the worker 5.2 explain the importance of people working as a team in relation to the objectives of the organization 5.3 list the qualities (personality traits and attitudes) desired in an employee to ensure job retention and advancement	The following points will help students to develop interpersonal skills for the office • Recognize that people and their opinions differ • Listen effectively • Project a positive attitude • Demonstrate appropriate grooming and dress • Use appropriate body language • Work as a team member

UNIT 8: STRESS MANAGEMENT

GOAL: To provide students with methods of stress management.

OBJECTIVES	METHODS
1.0 **Stress Reduction** Students should be able to 1.1 define stress 1.2 discuss the causes of stress and methods to alleviate its effect (i.e. technological innovations, job changes or unemployment, harassment) 1.3 describe ways in which ergonomists attempt to improve the quality of the workplace and thus reduce stress	

UNIT 9: COMMUNICATIONS

GOAL: To have students develop oral and written communication skills.

OBJECTIVES	METHODS
1.0 **Oral Communication** Students should be able to 1.1 define the term oral communication and discuss the main components of this type of communication 1.2 discuss and use effective techniques in delivering oral communications (presentations, introductions) 1.3 recognize and discuss non-verbal factors that affect oral communication 1.4 identify ways to improve listening skills	Have students make oral presentations, on a prepared topic, to the class. Video tape, if possible, these presentations to highlight non-verbal and verbal factors.

UNIT 10: COMMUNICATIONS (CONT.)	
OBJECTIVES	**METHODS**
2.0 Written Communication Students should be able to	
2.1 explain and apply the steps used to organize a written task	Explain that written communication contains the following sections • A beginning section that states the purpose of the correspondence, introduces the topic and establishes the tone • A middle section that provides the details • A closing section, used to summarize thoughts and end the message
2.2 explain why the appearance and content of business communication are so important	Students should have access to • A DICTIONARY (The Concise Oxford Dictionary or The Gage Canadian Dictionary) • A THESAURUS (Roget's Thesaurus of English Words and Phrases) • A STYLE MANUAL (The Gregg Reference Manual, 3rd edition McGraw-Hill Ryerson Limited)
2.3 compare the techniques for writing favourable, disappointing and persuasive letters	
2.4 demonstrate writing and formatting skills by producing memoranda, letters and reports	

UNIT 10: WORK EDUCATION **GOAL:** To provide students with office work experience.	
OBJECTIVES	**METHODS**
1.0 **Work Education** Students should be able to 1.1 demonstrate the skills and theories acquired in the Automated Office and Seminar in Business courses	The booklet, **The Work Education Guidelines** (1991), which outlines the purpose, objectives, participants, and legal aspects of on-the-job work experience, is available from Manitoba Education and Training. The booklet includes sample forms and checklists.

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Note: Refer to the current Manitoba Textbook Bureau Catalogue for additional texts and resources.

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RESOURCE

For current materials that can be used in the business education classroom, obtain a membership ($20 fee) in the

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